

VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Summer 2019

Transition and Community-Based Instruction, 3 Credits

Consortium Titles

- RU- EDSP 668 Transition and Community-based Instruction
- VCU- TEDU 632 or SEDP 632: Secondary Education & Transition for Students with Severe Disabilities
- NSU- SPE 545 – Transition Procedures
- ODU- SPED 670: Transition and Community-Based Instruction
- JMU- EXED 615: Transition Services for Students with Disabilities
- GMU- EDSE 531: Transition and Community Based Instructions

| | |
|--|---|
| Instructor: Dr. John Kregel | Meeting Dates: 5/22/2019 – 7/10/2019 |
| Phone: 804-840-9587 | Meeting Day(s): Wednesday with additional online Blackboard work |
| E-Mail: jkregel@vcu.edu | Meeting Time(s): 4:30 pm – 7:10 pm |
| Office Hours: By Appointment | Meeting Location: Online |
| Office Location: 1314 W. Main St. Richmond | Instructing University: VCU |

****Note:** This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): None **Co-requisite(s):** None

GMU Course Description

Addresses issues in transition for youth with severe disabilities. Covers self-determination, development, and implementation of a transition plan, post-secondary opportunities including education and community-based instruction, and vocational environments. Offered by Graduate School of Education. May not be repeated for credit.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion

2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using synchronous format via WebEx to connect live as well as additional work via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 22, 2019.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to Webex, their university email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Webex web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their university email for communications from the instructor, class discussions, and/or access to course materials at least two times per week. Additional information will be provided during the first class session. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with their university's Office of Disability Services.

Specific Expectations for Students Participating Using Web Conferencing (WebEx):

- **WebEx Access:** Links for synchronous class sessions will be provided on the course Blackboard site. Students do not need a WebEx login to participate.
- **Web conferencing requirements:**
 - **You must have a working web camera and headset/microphone combination.**
 - Use your real name to sign in—no aliases, please.
 - Mute your microphone when not speaking.
 - Your camera output must remain live in order to document your attendance during class. Please don't freeze your camera.
- **Web conferencing decorum:** Remember that while you are participating in the class via web conferencing, you are visible to the entire class and must maintain an appropriate professional demeanor. This includes preventing auditory and visual interruptions from your site, dressing professionally, and managing the area from which you broadcast, including setting up an appropriate neutral backdrop and adequate lighting.
- **Technical problems:** Avoid problems: Test your system several days before the first class. **WebEx requires a high bandwidth connection.** Students attending at home should advise others in the home they may not use the Internet for online games, movies, etc. during class time. Avoid public Wi-Fi; the bandwidth is shared and you may experience dropout or shutdown. Test your system before the first class.
 - The professor cannot help you with the technical side of web conferencing--signing on, problems with the interface, etc. You should have become familiar with WebEx before class begins and tested your system. As a web conferencing participant, you alone are responsible for the equipment that you use to join the class.
 - Students who experience technical problems with their courses must contact the CEHD Office of Technology Support at (703) 993-5654 or cehdtech@gmu.edu. Contact Tech Support as soon as you have determined you cannot correct your connection problem.
 - If you have problems with your home computer that prevent you from web conferencing, it is your responsibility to locate another computer or temporarily join the class at the site nearest you as quickly as possible to avoid missing classes and losing points.
- **Attendance:** If you are registered into a web conferencing section, please be make sure that you check in with the professor at the beginning of each class period and check out at the end to be credited for attendance in this class. Web conferencing in the special education program requires synchronous attendance (you must be viewing the class at the time it is meeting). If you can't attend synchronously, please drop the class. Participant login frequency and duration is tracked in WebEx.
- **Asking questions:** Ask your questions verbally rather than using the hand raise icon or typing your comments. The professor will answer as many questions in class as possible. All students should email the professor with any questions that cannot be answered in class or are private in nature.
- **Taking tests:** All testing will be done on Blackboard at your home or another secure computer and requires no proctors. Avoid public Wi-Fi; the bandwidth is shared and you may experience system dropout or shutdown that will end your test attempt.

Learner Outcomes

Upon completion of this course, students will be able to:

1. Review existing workplace accommodation tools and ergonomic assessments.
2. Locate resources and assistive technologies in the area of workplace accommodations
3. Identify potential job accommodations within a given workplace environment
4. Conduct a customized training of how to use a workplace accommodation for an individual with a disability, their family, employer, or other professional who works with individuals.

Professional Standards

This course is part of the George Mason University, Graduate School of Education (GSE), Assistive Technology Program. The Assistive Technology Program has developed program specific standards in accordance with NCATE requirements. The Assistive Technology Program Standards incorporate several elements within the professional standards from the Council for Exceptional Children (CEC), while also expanding upon them to meet the specific needs related to assistive technology. The primary AT Program standards that will be addressed in this class include the following: Standard 2: Knowledge and Skills and Standard 4: Practical Experience. *NOTE: NCATE Assessments (in many but not all courses) may address additional AT Program standards.

Required Textbooks

None

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings

See Blackboard for additional readings.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDAT 531, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS

COURSE). Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

The performance-based assessment for this course is the Transition Individualized Education Program. See the Course Assignments section for assignment description.

College Wide Common Assessment (TK20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required)

N/A

Course Assignments

The following provides a breakdown of assignments and possible points earned:

15 pts Completion of online assignments

20 pts Student Interview

15 pts Project SEARCH

25 pts Instructional Program

25 pts Development of transition IEP

Assignments

Three Online Assignments

Each student will complete three online assignments. Each of the assignments will be posted one week before they are due. You will be asked to review a video or written document and respond to a short set of questions about the content. Each of the assignments will be worth five points for a total of 15 online points.

Assignment 1

Interview of a Former Special Education Student

Each student will complete a face-to-face interview with an individual who exited a special education program within the last three years. The results of the interview should be compiled into a 4-5 page (double spaced) summary and submitted for evaluation. In developing the summary, please be sure that you provide (1) an overview of the individual's current status in several specified areas, and (2) your perception of the student's situation at this time. This assignment is worth 20 points and is due June 11, 2019.

**Assignment 2
Project SEARCH**

This assignment is designed to give you an understanding of the marketing principles used by Erin Riehle in her Project SEARCH employment model. You should review the video on Project SEARCH presented by Erin Riehle. After reviewing Erin's lecture, you will respond to three questions. This assignment is worth 20 points and is due on June 18, 2019.

**Assignment 3
Development of an Instructional Program**

This assignment requires you to develop an instructional program to teach an independent living skill to a student with a severe disability. The program must follow a precise format that will be described in class on June 12, 2019. This assignment is worth 25 points and is due, June 25, 2019.

**Assignment 4
Development of IEP for a Student with Severe Disabilities**

This assignment requires you to develop an IEP for a transition age secondary student with a severe disability. The IEP should be based on the case study that has been provided for your use. You also have the option to develop the IEP on a student you are working with in your classroom or your program. The IEP should be developed following the rubric provided. The rubric will be described in detail during class on June 26, 2019. This assignment is worth 25 points and is due, July 16, 2019.

| Class Assignment Schedule | |
|----------------------------------|----------------------------|
| Assignment | Assignment Due Date |
| Student Information Sheet | May 28 |
| Online Assignment A | June 4 |
| Online Assignment B | July 2 |
| Online Assignment C | July 9 |
| Assignment 1 | June 11 |
| Assignment 2 | June 18 |
| Assignment 3 | June 25 |
| Assignment 4 | July 16 |

Course Policies and Expectations

Attendance/Participation

No unexcused absences will be allowed. If you are unable to attend class, you **must** notify the instructor via email prior to the class.

Late Work

If you are unable to submit an assignment on time, you must send an email to the instructor that identifies when you will turn in the assignment. The instructor must approve your revised submission date.

Other Requirements

Assignment Due Dates and Times

Online assignments are due by 11:59 pm on their due date. Reading and video assignments must be completed prior to the start of class on their due date.

Grading Scale

| | | |
|-------------|-------------|------------|
| 93-100% = A | 87-89% = B+ | 70-79% = C |
| 90-92% = A- | 80-86% = B | < 70% = F |

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

| Date (* = Class Date) | Class Topics |
|--------------------------------------|---|
| 5/22* | Introduction to the class and to each other Review of the course syllabus Curriculum development for adolescents with severe disabilities Post-school expectations for our students with severe disabilities Preparation for Assignment 1 |
| 5/29* | Residential Services Supported Employment Preparation for Online Assignment A |
| 6/5* | Post-Secondary Education for Students with Intellectual Disabilities ACE IT in College Project SEARCH Presentation Social Security benefits - Age 18 Redetermination - Representative Payees Preparation for Assignment 2 |
| 6/12* | Developing Instructional Programs Preparation for Assignment 3 |
| 6/19* | Introduction to Transition Plans Transition Assessments Assessment instruments for transition age youth with severe disabilities |
| 6/26* | Establishing transition goals and objectives Preparation for Assignment 4 |
| 7/3 | No Class – God Bless America |
| 7/10* | Putting it all together: Planning for students' futures |
| 7/16* | Final IEPs completed and posted on Blackboard |

ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and may be asked to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: “Pledged” followed by the date and your full name (typed “signatures” will be OK for assignments/tests submitted electronically).

Students at all universities pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations

A complete copy of each university’s Honor System document is available through

GMU: <http://oai.gmu.edu/the-mason-honor-code/>

VCU: www.students.vcu.edu/rg/policies/rg7honor.html.

Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf

NSU: http://www.nsu.edu/student_judicial/policy.html

JMU: <http://www.jmu.edu/honor/code.shtml>

ODU: <https://www.odu.edu/about/monarchcitizenship/student-conduct>

Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. University specific information regarding eligibility, services and accommodations can be found at:

GMU: <http://www.gmu.edu/student/drc/>

VCU: <http://www.students.vcu.edu/dss/index.html>

Radford: <http://www.radford.edu/~dro/>

NSU: <http://www.nsu.edu/disabilityservices/index.html>

JMU: <https://www.jmu.edu/ods/>

ODU: <https://www.odu.edu/life/diversity/accessibility>

Student Support Resources

At all the participating universities, students have access to free counseling and support services. University specific information can be found at:

GMU: <https://caps.gmu.edu/>

VCU: <https://counseling.vcu.edu/>

Radford: <https://www.radford.edu/content/student-counseling/home.html>

NSU: <https://www.nsu.edu/Campus-Life/Services-Resources/Counseling-Center>

JMU: <https://www.jmu.edu/counselingctr/>

ODU: <https://www.odu.edu/counselingservices>

Inclement Weather

Since students connect from home class will occur regardless of university closures for inclement weather. However, in the rare occurrence of a system-wide outage or extreme weather a message will be posted on the class Blackboard site and all class members will receive an email. Students experiencing connection issues related to weather are expected to communicate with their instructor and will be expected to connect to class via phone.

Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. All these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are expected to have an active university email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://mymason.gmu.edu> under the **COURSES** tab.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

Blackboard Access and Non-Mason Students

NON GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. NEW students this semester should have received an email with activation directions from Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome, mkinas@gmu.edu. Passwords must be reset every 6 months. If students do not receive the change password email request, they will need to request a password reset if they can no longer login. Students can reset their password at <https://password.gmu.edu>

Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically through the assignment submission link). You may direct your questions about Blackboard to Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource.

Viewing Course Archives

All students have access to the video archives of this class, which are typically posted 24-48 hours after the class has met. Use this resource to prepare final assignments and review other class information. The special education program does not allow students to take a class via archive—you must be present when the class meets. The archive links will be posted on the course blackboard site.

Policies and Resources for GMU Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Appendix

Assessment Rubric(s): Transition IEP Scoring Guide

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|--|
| Present Levels of Performance CEC/IIC Standard 4 | Candidate writes present levels of performance that lack consistent links to assessment. | Candidate uses assessment data to write an adequate present level of performance. | Candidate uses multiple assessments to write a thorough present levels of performance. |
| Present Levels of Performance CEC/ICC Standard 1 | Candidate writes a present level of performance in which they fail to demonstrate an understanding of how the educational implications of language, culture and family background influence individuals with exceptionalities. | Candidate writes a present level of performance in which they demonstrate an understanding of the educational implications of how language, culture and family background influence the learning of individuals with exceptionalities. | Candidate writes a present level of performance that demonstrate an understanding of the educational implications of how language, culture and family background influences by specifically and respectfully addressing these through examples. |
| Transition Present level of Performance CEC /IIC Standard 5 | Candidate writes an incomplete present level of performance in which may not include a clear description of the learner's interests and career goal and/or may lack a consistent link to assessment and/or fail to demonstrate an understanding of the learner's moderate to severe exceptionality and cultural background. | Candidate writes a present level of performance which includes a clear description of the learner's interests and career goal, which demonstrate an understanding of the educational implications of the characteristics of various moderate to severe exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures. | Candidate writes a present level of performance which includes a clear description of the learner's interests and career goal with a clear link to assessment and potential career paths, which demonstrate an understanding of the educational implications of the characteristics of various moderate to severe exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures. |
| Measurable Annual and Post-Secondary Goals CEC/IIC Standard 3 | Candidate fails to demonstrate understanding concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are not measurable, age appropriate, and responsive to cultural, linguistic, and gender differences. | Candidate demonstrates understanding of central concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are measurable, age appropriate, and responsive to cultural, linguistic, and gender differences. | Candidate demonstrates understanding central concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are measurable, age appropriate, and reflect cross-disciplinary skills. |

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---|--|---|
| <p>Measurable Annual and Post-Secondary Goals</p> <p>CEC/IIC Standard 5</p> | <p>Candidate writes goals which fail to reflect the learner’s present levels of performance.</p> | <p>Candidate writes goals which integrates evidence-based instructional strategies that reflect the learner’s present levels of performance</p> | <p>Candidate integrates evidence-based instructional strategies that reflect the learner’s present levels of performance and show positive growth towards what the learner wants to achieve after high school in an effort to facilitate the learner’s integration into a variety of settings after high school.</p> |
| <p>Short-Term and Transition Objectives / Benchmarks</p> <p>CEC/IIC Standards 5</p> | <p>Candidate fails to sequence age and ability appropriate individualized transition objectives and directly relate objectives to the postsecondary goals.</p> | <p>Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relates all benchmarks directly to postsecondary goals.</p> | <p>Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relates all benchmarks directly to postsecondary goals. In addition, candidate incorporates strategies for increasing the learner’s self-determination and uses task analysis to allow learners with moderate to severe exceptional learning needs to meet their transition goals and objectives.</p> |
| <p>Services/Least Restrictive Environment / Placement</p> <p>CEC/IIC Standard 2</p> | <p>Candidate provides an incomplete description of appropriate special education and related services including assistive technology to support learners within academic and non-academic settings based on the legal, judicial and educational systems to which they are entitled, as well as the student’s physical, sensory, and/or medical needs.</p> | <p>Candidate identifies appropriate special education and related services including assistive technology to support learners within academic and non-academic settings based on the legal, judicial and educational systems to which they are entitled, as well as the student’s physical, sensory, and/or medical needs.</p> | <p>Candidate identifies appropriate special education and related services including assistive technology to support learners within academic and non-academic settings. In addition, candidate provides a thorough and comprehensive description which includes a range of specific supports and services available to the target learner based on the legal, judicial and</p> |

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|--|--|---|---|
| | | | educational systems to which they are entitled, as well as the student’s physical, sensory, and/or medical needs. |
| Participation in State Assessments CEC/IIC Standard 4 | Candidate fails to consider issues, assurance, and due process rights related to assessment and selects inappropriate levels of learner participation in state assessments based on present levels of performance and learner’s exceptional condition(s). | Candidate considers issues, assurance, and due process rights related to assessment as they select appropriate levels of learner participation in state assessments based on present levels of performance and learner’s exceptional condition(s). | Candidate considers issues, assurance, and due process rights related to assessment as they select appropriate levels of learner participation in state assessments based on present levels of performance and learner’s exceptional condition(s). In addition, candidate selects participation levels which reflect the impact an exceptional condition(s) can have on an individual’s testing abilities including auditory and information processing skills. |
| Accommodations / Modifications CEC/IIC Standard 5 | Candidate identifies inappropriate accommodations/modifications which are not based on present levels of performance and therefore, do not specifically provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate to the needs of the individual learner with moderate to severe exceptionalities. | Candidate identifies and prioritizes appropriate accommodations/modifications (including frequency, location, setting, and duration) based on present levels of performance, which provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate to the needs of the individual learner with moderate to severe exceptionalities. | Candidate identifies and prioritizes a range of appropriate accommodations/modifications (including frequency, location, setting, and duration) based on present levels of performance, which provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate to the needs of the individual learner with moderate to severe exceptionalities. |
| Accommodations / Modifications CEC/IIC Standard 5 | Candidate fails to describe the accommodations/modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for | Candidate describes the accommodations/modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with moderate to | Candidate describes the accommodations/modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with moderate to |

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|--|--|---|
| | <p>individuals with moderate to severe learning needs and fail to include appropriate technologies (as needed), explicit modeling or efficient guided practice.</p> | <p>severe learning needs including appropriate technologies (as needed), explicit modeling and efficient guided practice.</p> | <p>severe learning needs including appropriate technologies (as needed), explicit modeling and efficient guided practice. In addition, candidate selects accommodations/modifications that are based on assessment data and reflect the candidate's understanding of the impact disabilities may have on auditory and information processing skills, test taking abilities and cultural, linguistic and gender differences.</p> |
| <p>School and Post-Secondary Services</p> <p>CEC/IIC Standard 2</p> | <p>Candidate lists inappropriate program and services and supports that do not align with areas of need based on present level of performance. Candidate fails to provide a clear plan for evaluating instruction and monitoring progress of the learner with moderate to severe exceptionalities.</p> | <p>Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with moderate to severe exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning. Candidate aligns services and supports with areas of need based on present levels of performance.</p> | <p>Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with moderate to severe exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning. Candidate aligns services and supports with areas of need based on present levels of performance and evidence-based practices.</p> |